DOCUMENT RESUME

ED 184 713 **PS 011 355**

AUTHOR	Franz, Wanda: Rubin, Mary Sue
TITLE	Study Guide and Instructional Materials for "Growing Years" Telecourse.
INSTITUTION	West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
PUB DATE	4 Jan 80
NOTE	62p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Assignments: *Child Development: College Instruction: Educational Television: Higher Education: *Objectives: Observation: Study Guides: *Telecourses: *Tests

ABSTRACT

This document consists of a study guide and instructional materials for West Virginia University's telecourse on child development titled "The Growing Years." Included are orientation materials (including course objectives, course materials lists, course requirements), a broadcast schedule for the 30 showings, an assignment sheet, format sheets for real life observations of children at three developmental levels, book report guidelines, a bibliography and course quiz questions. The course study guide provides a brief outline of the content of each film, an indication of textbook chapters coordinate with each film, and study questions. Course objectives are the following: By the end of the course learners should be able to (1) recognize genetic, biological, environmental, and sociocultural influences on development, (2) identify and discuss some of the most important aspects of normal physical, mental, and personality development, (3) relate child development research and theory to real-life situations, (4) recognize the diversity of approaches in child development research and theory, and (5) demonstrate openness and objectivity toward issues, theories, and orientations in child development. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Department of Family Resources

College of Human Resources and Education
Morgantown, West Virginia
26506

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

January 4, 1980

West Virginia University

"STUDY GUIDE AND INSTRUCTIONAL MATERIALS FOR GROWING YEARS TELECOURSE"
Wanda Franz and Mary Sue Rubin

ED184713

TO: Students enrolled in "The Growing Years" telecourse, Child Development and Family Resources 288-C (section 75, sequence no. 97392).

FROM: Wanda Franz, Telecourse Learning Manager, 704 Allen Hall, West Virginia University, Morgantown, WV 26506

SUBJECT: Orientation to "The Growing Years" Telecourse

Welcome to the televised course "The Growing Years." This memo provides you with the course requirements and indicates what you need to do to successfully complete the course. It contains important information, so please keep it handy for reference throughout the course. Please read this very carefully today.

1. What will I learn?

COURSE OBJECTIVES

Five general objectives have been specified for the course. Specific instructional objectives for each of the thirty learning units will be included in the study guide. By the end of the prescribed study course learners should be able to:

1. Recognize genetic, biological, environmental, and sociocultural influences on development.
2. Identify and discuss some of the most important aspects of normal physical, mental, and personality development.
3. Relate child development research and theory to real-life situations.
4. Recognize the diversity of approaches in child development research and theory.
5. Demonstrate openness and objectivity toward issues, theories, and orientations in child development.

PS011355

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wanda Franz
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Equal Opportunity / Affirmative Action Employer

2. What materials will I need?

A. Textbook

A Child's World: Infancy Through Adolescence (second edition)
By: Diane E. Papalia and Sally Wendkos Olds
Publisher: McGraw-Hill Book Company

A Child's World is one of the most widely used child development textbook in higher education institutions in the United States. Noted for its clear, informative writing, the text reviews recent research in the field and presents concepts in an understandable fashion. It examines physical, mental, and personality development in infancy, the preschool years, the middle years and adolescence, taking a non-sexist, non-racist approach to the material.

B. Study Guide

To be distributed at Orientation Session, January 19, 1980. The study guide is designed to assist students in viewing the programs. It integrates the video portion with the textbook, and provides study questions. The chapter order parallels the TV programs.

*Note: The Textbook is available from the WVU Bookstore for approximately $20. For those who will not be able to stop by the bookstore a mail order form is available at the Orientation Session.

C. A Glossary of Child Development Terms - included in this Orientation Packet.

D. A Course Calendar - included in this Orientation Packet.

E. Take Home Quizzes 1-4 included in this Orientation Packet.

F. Guidelines for Child Observations, and Book Reports - included in this Orientation Packet.

2. What are the Course Requirements?

The course requirements have been carefully designed to encourage maximum learning. All aspects of this course are equivalent to an on-campus course including: content covered, type of learning experiences, amount of learning activities and demand on students' time. Television students, however, complete the majority of their required experiences in their homes rather than in three hours of on-campus meetings per week.

Students enrolled in "The Growing Years" January 4, 1980

3. What are the Course Requirements? (continued)

A. READ THE TEXTBOOK, as this is the main source of the course content you are to learn and on which you will be tested.

B. VIEW THE TELEVISED LESSONS. Each 30-minute program has been designed to illustrate and to enrich the concepts which you are reading about in the textbook. You will learn the most from the telelessons by using the telelesson viewing guides provided in the study guide and by reading the assigned chapters before viewing the telelessons. A listing of the dates and times for all telelessons is attached to this letter.

If you do miss a telelesson, videotapes for every telelesson can be viewed at the Learning Center on the Evansdale Campus. Hours will be:

8:30 a.m. to 8:30 p.m. - Monday - Thursday
8:30 a.m. to 4:30 p.m. - Fridays
1:00 p.m. to 5:00 p.m. - Sunday

C. USE YOUR STUDY GUIDE. At the beginning of the study guide are the directions on how to use this study aid. These directions will help you use the study guide most effectively. A summary of the telelesson and the specific objectives for each lesson is included. At the end of each unit there are study questions directed toward the specific course objectives.

D. OBSERVATIONS*of children in real life at three different developmental stages are required for credit for this course: An infant, a pre-schooler, an elementary school child, or an adolescent can be observed. You are to chose the three most revelant to you out of four possibilities. (see enclosed guidelines)

E. READ BOOKS.* Two book reports relevant to child development are required. Two to three page summaries and reactions are to be submitted for credit. (see enclosed guidelines)

F. AT-HOME QUIZZES.* Complete and mail in the at-home quizzes. There are four at-home quizzes. These will provide feedback on how well you are mastering the course content. Each quiz that you complete and mail in with a self-addressed stamped envelope will be processed and feedback will be mailed to you within a week. The feedback for each quiz will tell you which quiz questions you missed and what the correct answer should have been. The feedback you receive will help you prepare for the mid-term and final. The quizzes are worth grade credit also. (See grading scale for specific weight of each class assignment.)

Students enrolled in "The Growing Years" January 4, 1980

3. What are the Course Requirements? (continued)

G. COURSE EXAMS. The midterm exam will consist of 100 multiple-choice questions. All exam questions will be based on the text and telelessons. The midterm will cover telelessons 1-14. The final will consist of 100 multiple-choice questions and will cover lessons 15-30.

The Midterm Exam will be given on Saturday, March 8, 1980 from 10:00 - 12:00 noon in Room 406 Allen Hall on the Evansdale Campus of WVU.

The Final Exam will be given on Saturday, May 3, 1980 from 10:00 - 12:00 noon in Room 406 Allen Hall.

You are required to take the course examinations at the times and place indicated. Exceptions may be made if you contact me at least one week prior to the exams.

*Note: All written work is to be sent to:

Dr. Wanda Franz
704 Allen Hall, WVU
Morgantown, WV 26506

4. How will my performance be graded?

There are a total of 550 points possible for completing the requirements listed above. The following is a breakdown of how those points are distributed across the various required activities:

3 Observations (50 pts. each)	150 points
2 Book Reports (50 pts. each)	100 points
4 At-Home Quizzes (25 pts. each)	100 points
1 Mid-term Exam	100 points
1 Final Exam	100 points
Total possible:	550 points

Grades will be assigned according to the following scale:

A = 490-550
B = 440-489
C = 380-439
D = 330-379
F = less than 330 pts.

5. How can I get help when I need it?

My office number is: 293-3402. My office hours are Tuesday, 11-2:30, Wednesday, 9-12, and Thursday, 11-5.

Students enrolled in "The Growing Years" January 4, 1980

Sincerely yours,
Telecourse Learning Manager

Wanda Franz

Dr. Wanda Franz
Family Resources

WF:lp

BROADCAST SCHEDULE
THE GROWING YEARS
Spring, 1979

Program	Wed. Showing	Sun. Showing (Repeat)
1. Introduction	Jan. 23, 5:30	Jan. 27, 3:00
2. Studying Children	Jan. 23, 6:00	Jan. 27, 3:30
3. Heredity and Environment	Jan. 30, 5:30	Feb. 3, 3:00
4. Prenatal Development	Jan. 30, 6:00	Feb. 3, 3:30
5. The New Born	Feb. 6, 5:30	Feb. 10, 3:00
6. The Growing Infant	Feb. 6, 6:00	Feb. 10, 3:30
7. The Learning Infant	Feb. 13, 5:30	Feb. 17, 3:00
8. Beginning Language	Feb. 13, 6:00	Feb. 17, 3:30
9. The Emerging Personality	Feb. 13, 5:30	Feb. 24, 3:00
10. Individual Differences	Feb. 20, 6:00	Feb. 24, 3:30
11. Preschool Physical Development	Feb. 27, 5:30	March 2, 3:00
12. Nutrition	Feb. 27, 6:00	March 2, 3:30
13. Preschool Mental Development	March 5, 5:30	March 9, 3:00
14. Development Language Skills	March 5, 6:00	March 9, 3:30
15. Preschool Personality	March 12, 5:30	March 16, 3:00
16. Social Stereotyping	March 12, 6:00	March 16, 3:30
17. Child's Play	March 19, 5:30	March 23, 3:00
18. The Preschool Experience	March 19, 6:00	March 23, 3:30
19. The Child's Mind, Part I	March 26, 5:30	March 30, 3:00
20. The Child's Mind, Part II	March 26, 6:00	March 30, 3:30
21. Aspects of Intelligence	April 2, 5:30	April 6, 3:00
22. The Child's Personality	April 2, 6:00	April 6, 3:30
23. Moral Development	April 9, 5:30	April 13, 3:00
24. Aspects of Socialization	April 9, 6:00	April 13, 3:30
25. Childhood to Adolescence	April 16, 5:30	April 20, 3:00
26. Adolescent Personality Development	April 16, 6:00	April 20, 3:30

Program (continued)	Wed. Showing	Sun. Showing (Repeat)
27. Adolescent Mental Development	April 23, 5:30	April 27, 3:00
28. Children in Families	April 23, 6:00	April 27, 3:30
29. Adolescent to Adulthood	April 30, 5:30	May 4, 3:00
30. Conclusion	April 30, 6:00	May 4, 3:30

THE GROWING YEARS

ASSIGNMENT SHEET

Program Number/Title	Text Chapters	Study Guide	Due Date	Written Assignments
1. Introduction	1	Outline 1		
2. Studying Children	1	Outline 2		
3. Heredity & Environment	1, 2	Outline 3		
4. Prenatal Development	2	Outline 4		
5. The Newborn	2, 3	Outline 5		
6. The Growing Infant	4, 5	Outline 6		
7. The Learning Infant	4, 5	Outline 7		
8. Beginning Language	5	Outline 8	Feb. 15	Quiz 1
9. The Emerging Personality	6	Outline 9		
10. Individual Differences	1 - 6	Outline 10		
11. Preschool Physical Development	7	Outline 11		
12. Nutrition	5	Outline 12	Feb. 29	Quiz 2 1 of the observations
13. Preschool Mental Development	8	Outline 13		
14. Development Language Skills	8	Outline 14		
MIDTERM EXAMINATION:				
Saturday, March 8 10:00-12:00 Noon, Room 406 Allen Hall				Observation One book-report are due at Mid-term
15. Preschool Personality	9	Outline 15		
16. Social Stereotyping	9	Outline 16		
17. Child's Play	8	Outline 17		
18. The Preschool Experience	8	Outline 18		
19. The Child's Mind, Part I	11	Outline 19	April 4	Quiz 3 1 book report due
20. The Child's Mind, Part II	11	Outline 20		
21. Aspects of Intelligence	8, 11	Outline 21		
22. The Childs' Personality	7, 9, 12	Outline 22		
23. Moral Development	11	Outline 23		
24. Aspects of Socialization	9, 11, 12	Outline 24		
25. Childhood to Adolescence	10, 13	Outline 25		

Program Number/Title	Text Chapters	Study Guide	Due Date	Written Assignments
26. Adolescent Personality Development	13, 14	Outline 26		
27. Adolescent Mental Development	13	Outline 27	April 25	Quiz 4 and a third Observation
28. Children in Families	12	Outline 28		
29. Adolescence to Adulthood	13, 14	Outline 29		
30. Conclusion	1	Outline 30		

FINAL EXAMINATION:

Saturday, May 3, 10:00 a.m. - 12:00 p.m., 406 Allen Hall

OBSERVATIONS

On the following pages are listed the format for each set of observations. You are to choose three age groups from the four represented here: infant, preschool, elementary-age, adolescent. Each age group is made up of two parts. You are to do both parts of each age group you select. They are:

Observation I - Infant

Parent-Infant Interaction
Infant Motor Development

Observation II - Elementary-age

Preschool Cognitive Development
Preschool Motor Development

Observation III - Elementary-age

Peer-Social Interaction
Cognitive Development

Observation IV - Adolescent

Adolescent Moral Development
Adolescent Interview

Send the observations in on the date specified on the Assignment Sheet. Include a stamped addressed envelope for returning the observation to you.

OBSERVATION I

PARENT-INFANT INTERACTION

1. The purpose of this project is to have you observe directly, in a naturalistic setting, an interaction between a parent-infant dyad.

2. The procedure:

   a) locate a parent-infant dyad. The child should be less than 2 years old.

   b) observe the pair for approximately 10 minutes.

   c) take brief notes on what happens during the observation.

   d) after you are done observing, answer the following questions about the interaction using your notes as data, and citing examples from what you observed to support your statements.

      1) Describe approximate age and sex of parent and infant, and time and place of observation.

      2) How often did the baby initiate interactions with the parents? How did he/she do this? What was the parent's usual response?

      3) How often did the parent ignore overtures from the infant, or respond to them negatively? How did the baby react to these responses?

      4) How often did the parent initiate interactions with the baby? How did he/she do this? What was the baby's usual response?

      5) How often did the baby ignore overtures from the parent, or respond to them negatively? How did the parent react to these responses?

      6) Did the parent display more verbal or physical attention toward the child? Was the child's attention to the parent more verbal or physical?

      7) Was there anything particularly interesting to you that occurred during your observation?

      8) How would you assess the quality of this interaction--high or low or something in between? If you had been the parent, would you have done anything differently? Why?

OBSERVATION I
INFANT MOTOR DEVELOPMENT

1. The purpose of this test session is to assess the motor-development level of an infant (birth - two years).

2. The procedure: The following skills are listed according to the average age of acquisition. Mark the ones your subject can accomplish. Place a check mark in the column if the infant has mastered the particular skill.

Age of child: _____

	Completed
Birth to 3 months:	
Lift head when held at shoulder	
Turns head to hear speaking voices	
Follows moving person	
3 - 5 months:	
Rolls over	
Can sit up - head erect and steady	
Both hands reach for offered object	
5 - 9 months:	
Sits without support	
Transfers objects from hand to hand	
Can hold small object in each hand	
6 - 12 months:	
Crawls or scoots on stomach	
Gets to sitting position alone	
Exhibits thumb - finger grasp	
Stands by holding onto something	
9 - 15 months:	
Walks, holding onto furniture	
Stands alone	
Looks at pictures in books	

OBSERVATION I	COMPLETED
11 - 15 months:	
Walks alone, toddling	
Neat pincer grasp, as picking up a raisin	
Drinks from cup	
12 - 18 months:	
Turns pages of a book	
Builds tower of 2 blocks	
Scribbles spontaneously	
18 - 22 months:	
Removes simple garment	
Walks upstairs with help	
14 - 17 months:	
Throws ball overhand	
Runs	
Uses spoon, spills some food	
17 - 24 months:	
Walks up stairs alone	
Walks backward	

OBSERVATION II
PRESCHOOL COGNITIVE DEVELOPMENT

1. The Purpose of this project is to test a preschool child for his cognitive developmental level using Piagetian tasks. These tasks are described on pgs. 242-246 of your text book.

2. Procedure for Seriation:
   a) Obtain seven sticks, cut into different heights, so that they can be arranged in a "stairstep fashion".

   b) Put the sticks on a flat surface in front of the child. Pose the problem to the child: "I want you to arrange these sticks in order beginning with the smallest and going to the largest. When you are finished it should look like stairs".

   c) Record the child's response:
      1) Confusion
      2) Refusal to "play the game"
      3) Correctly placed smallest and largest, but center incorrect
      4) Correct seriation on top, disregards bottom of sticks
      5) Correct seriation

3. Procedure for classification:
   a) Obtain eight blocks or cut our cardboard shapes: four circles and four squares; two of each is large and two small; one of each of these is red and the other blue (or what ever color is available).

   b) Place the objects on a flat surface in front of the child. Pose the problem to the child: "I want you to put the ones together that belong together. Make two piles. The ones that are alike in some way go here. The others that are alike go here. The two piles should be different." "Now can you do it in a different way?"

   c) Record the child's response:
      1) Confusion
      2) Refused to "play the game"
      3) Made "figural" collections to create pretty pictures
      4) Stated a classification characteristic (color, size, form) but failed to sort by stated characteristic.
      5) Stated one characteristic and sorted correctly but could not think of other two characteristics

      6) Was able to sort by two classification characteristics but could not think of third way

      7) Was able to systemmatically sort for each classification characteristic

OBSERVATION II
PRESCHOOL MOTOR DEVELOPMENT

1. The purpose of this test session is to assess the motor-developmental level of a preschool child (2 - 5 years).

2. The procedure: The following skills are listed according to the average age of acquisition. Mark age of ones your subject can accomplish. Place a check mark in the column if the child has mastered the particular skill.

Age of child: _____

	Completed
24 - 36 months:	
Walks upstairs	
Climbs on furniture	
Kicks ball forward	
Runs	
Builds tower of 3 or more blocks	
Unfastens clothing	
36 - 48 months:	
Marches to rhythm	
Jumps, hops	
Balances on one foot	
Jumps over a rope	
Throws and bounces ball	
Catches ball or bean bag	
Strings beads	
Cuts with scissors	
Folds paper	
Builds with blocks	
Can do manipulative puzzles	
Draws a circle	
Builds tower of 8 or more blocks	

OBSERVATION II

	COMPLETED
48 - 60 months:	
Throws ball overhand - inaccurate aim	
Can climb equipment (jungle gym)	
Hops on one foot - 4 times	
Skips	
Skips in unison to music	
Buttons buttons	
Zips Zippers	
Ties shoes	
Pounds and rolls playdough	
Forms crude objects with clay	
Participates in finger play	
Cuts and pastes creative designs	
Maintains rhythmic beat with rhythm instruments	
Builds structures with tinker toys, Lincoln logs, etc.	
Peddles tricycle	
Pours from pitcher into glass	
Uses spoon and fork correctly	
Can join in group games	

OBSERVATION III
PEER - SOCIAL INTERATION
ELEMENTARY - SCHOOL - AGE

1. The Purpose of this project is to observe a child, ages 7 - 12, interacting with their peers.

2. Procedure: Spend approximately 20-30 minutes observing a child in a group setting. Fill in the information below and check the frequency of occurrence of the different categories of behavior. Then write a summary statement of your impressions of the child, based on your observation.

Type of setting: _____

_____

Number of children present: _____

Age of child under observation: _____

Ages of other children present: _____ _____ _____

BEHAVIORAL CHECKS LIST

BEHAVIOR	CHECK	TOTAL
Initiated interaction with verbalization		
Initiated interaction with physical act		
Responded to verbalization with verbalization		
Responded to verbalization with physical act		
Responded to verbalization with both		
Responded to physical act with physical act		
Responded to physical act with verbalization		
Responded to physical act with both		
Asked for assistance from child		
Accepted assistance from child		
Gave assistance to other child		
Assisted in cooperative venture with other child (or children)		
Imitated other child		
Used physical aggression		
Used verbal aggression		

BEHAVIORAL CHECK LIST (Continued)

BEHAVIOR	CHECK	TOTAL
Threatened others		
Praised others		
Gave affections and respect to others		
Withdrew from group		
Sought out adult for help		
Sought out adult for emotional support		
Expressed feelings through verbalization ("I'm happy")		
Cried for attention		
Cried in anger or frustration		
Made jokes based on puns language ambiguities, etc.		
Made fun of other children		
Engaged in undirected physical activity		
Engaged in undirected verbal activity		
Preferred adult company		

Answer the following:

1. What was the child's over-all emotional state?
2. Did the child appear to be a leader (initiator) or follower?
3. What methods did the child use to "get his way?"
4. How cooperative and helpful was he over-all?
5. How effective was he at expressing positive feelings? What methods did he use?
6. How effective was he at expressing anger and fustration. What methods did he use?
7. How did he cope with aggression from others?

OBSERVATION III
ELEMENTARY-SCHOOL - AGE CHILD

Cognitive Development

1. The Purpose of this project is to give you an opportunity to observe children (ages 7-12) responding to Piaget's Conservation Problems. There tasks are described on pages 353-354 of our textbook.

2. Procedure for Substance Conservation
   a) Obtain 2 equal balls of clay or play dough

   b) Present the two balls to the child and establish equality of amount. "Is there the same amount of clay in each ball or does one have more." Re-arrange the clay until the child is certain that they are equal.

   c) Change the shape of one ball by rolling it into the shape of a "worm".

   d) Ask the conservation question "Is the clay still the same, or does this one (pointing) have more, or does the other one (pointing) have more." "Why?"

3. Procedure for Weight Conservation
   Roll up the worm-shaped clay.
   a) Ascertain equality of two balls of clay for weight "Does the clay weigh the same in this ball of clay as that one or does one weigh more?"

   b) Roll one ball into a "worm" shape

   c) Ask the conservation question. "Do both balls of clay weigh the same or does this one (pointing) weigh more or does this one (Pointing) weigh more?"

   "Why?"

4. Procedure for Volume Conservation
   a) Roll up the worm-shaped clay. Ascertain equality of the two balls of clay for volume. "If I put the clay into jars of water, the water on the sides of the jar go up because the clay takes up some of the space in the water. So it makes the water go up. If I put these balls of clay in the water, will they each take up the same space? Will the water on the sides of the jar go up the same?"

   b) Roll one ball into a "worm" shape.

   c) Ask the conservation question: "Will both take up the same space in the water jar or will the water go up higher for this one (pointing) or for this one (pointing)?"

   "Why?"

5. Score each type of conservation separately, answering the following:
   a) Equality was, was not, obtained. If not, test discontinued.

   b) The child did, did not conserve by recognizing equality of substance (weight volume).

5. (continued)

   c) If child conserved, his answers reflected

   - Identity - "It's the same clay, you haven't added any or taken any away."

   - Reversibility - "If you put it back into a ball, it would be the same."

   - Compensation - "The worm looks longer, but it's really the same because it's also shorter."

6. What is the age of your child? Are his answers consistent with Piaget's age norms that children conserve substance at 6-7, weight at 9-10 and volume at 11-12?

OBSERVATION IV
ADOLESCENT MORAL DEVELOPMENT

1. The Purpose of this project is to use Kohlberg's stage theory to assess the level of an adolescent's (12-18) reasoning about moral issurs. This is discussed on pages 364-368 & 498-499 of your textbook.

2. The Procedure:
   a) Tell the following moral dilemma to your subject:

   Heinz's dying wife needs a special drug. A druggist, who discovered it wants to make as much money as he can before the drug is put under control. Heinz can't afford to pay for and the druggist insists on receiving cash. Heinz must decide whether or not to steal the drug.

   What do you think Heinz should do? Why?

   b) Score the answer by placing it in one of Kohlberg's six stages.

   Level I: Premoral (4-10 years)
   Stage 1 - Punishment orientation
   Heinz would be punished for breaking the law.

   Stage 2 - Instrumental Purpose
   Heinz should if his wife has been good to him. She would deserve it.

   Level II: Conventional (10-13 years)
   Stage 3 - Mutual Relations
   Heinz should do it because people expect him to.

   Stage 4 - Social Conscience
   Heinz shouldn't because it would break the law. What if everyone did it?

   Level III: Moral Principles (adolescence
   Stage 5 - Contract morality
   Heinz shouldn't do it because he didn't reach an agreement with the druggist.

   Stage 6 - Ethical principles
   Heinz should because his wife's life is most important thing.

Note: The answers I have suggested are simply examples; however, you should be able to identify the type of reasoning in your subject's answers. Also, the stage levels identify types of reasoning, not the answer as to what Heinz should do. Both choices (to steal or not to steal the drug) can be supoorted at each of the six stages.

OBSERVATION IV
ADOLESCENT INTERVIEW

1. The purpose of this project is to observe the thinking, feelings and attitudes of an adolescent child (12-18) using an interview.

2. Procedure:

a) Give your subject a copy of the following proverbs:

Happy is the child whose father went to the devil.

He is a chip off the old block.

The ungrateful son is a wart on his father's face: to leave it is a blemish, to cut it a pain.

One good mother is worth a hundred schoolmasters.

One scream of fear from a mother may respond through the whole life of her daughter.

The elephant does not find his trunk heavy, nor the mother her babe.

Genius is the power of carrying the feelings of childhood into the powers of manhood.

The child is father of the man.

Little children bring headache, big children, heartache.

Youth is a blunder; manhood, a struggle; old age a regret.

God gives us relatives; thank God, we can choose our friends.

The family is one of Nature's Masterpieces.

b) Let him choose the one that means the most to him. Ask him to interpret it and tell you why he thinks it is a good or poor reflection of the human situation. Have him apply this issue to himself.

c) Answer the following questions about your subject:

Can he use formal abstraction skills to interpret the proverb?

Does he show signs of using adolescent egocentrism: imaginary audience or personal fable?

Does he show signs of establishing personal commitments? Does he appear to value the concept of commitment?

Is he establishing a good personal identity: accepting his sexual identity, establishing future goals?

d) Choose additional proverbs for your subject to interpret and elicit his opinions on parents, families and the role of children.

Book Report Guidelines

Two book reports will be required. Each one is worth 50 points. The report should be 2-3 pages (typewritten) in length. The format and topics should be as follows:

1. A one page summary of the contents of the book.

2. An evaluation of the clarity, completeness, and quality of the book.

3. A discussion of the values and importance of the issues raised by the author. Be sure to discuss their relevance to the field of child development and, specifically, their relevance to areas of interest to you.

4. Any personal comments and feelings not discussed above, as related to the book.

The books must come from the attached Bibliography, which provides a wide variety of topic areas. If you would like to read a book not on this list, please get my approval first.

BIBLIOGRAPHY

Klaus, Marshall H, M. D. and John H. Kennell, M. D. Maternal-infant Bonding.

Tanzer, Deborah and Jean Libman Block. Why Natural Childbirth?

Kempe, Ruth S. and C. Henry Kempe. Child Abuse.

Garvey, Catherine. Play.

Macfarlane, Ardan. The Psychology of Childbirth.

Bower, T. G. R. The Perceptural World of the Child.

Fraiberg, Selma H. The Magic Years.

Fontana, Vincent J., M. D. Somewhere a Child is Crying.

Dreikurs, Rudolf. Children the Challenge.

Neill, A. S. Summerhill

Nilsson, Lennart. A Child is Born.

Elkind, David. A Sympathetic Understanding of the Child Six to Sixteen.

Green, Maureen. Fathering.

Bird, Joseph and Lois. Power to the Parents.

Gessell, Arnold; Ilg, Francis; and Ames, Louise. Infant and Child in the Culture of Today.

Ginott, Haim. Between Parent and Child.

Gordon, Thomas. P.E.T. In Action.

Briggs, Dorothy C. Your Child's Self-Esteem.

Ilg, Francis and Ames, Louise. Child Behavior.

Satir, Virginia. Peoplemaking.

Baruch, Dorothy W. New Ways of Discipline.

Liebert, Robert M.; John M. Neale; Emily S. Davidson. The Early Window.

Holt, John. How Children Learn.

Holt, John. How Children Fail.

Kitzinger, Sheila, Giving Birth.

Clarke, Louise. Can't Read, Can't Write, Can't Talk Too Good Either.

BIBLIOGRAPHY - (continued)

Bronfenbrenner, Urie. Two Worlds of Childhood.

Dunn, Judy. Distress and Comfort.

Schaffer, Rudolph. Mothering.

Beadle, Muriel. A Child's Mind.

Ellis, Albert. How to Raise an Emotionally Healthy, Happy Child.

Blackham, Garth J., and Adolph Silberman. Modification of Child Behavior.

Schiff, Harriet Sarnoff. The Bereaved Parent.

Dreikurs, Rudolph. A Parents' Guide to Discipline.

Lynn, David B. The Father: This Role in Child Development.

Neill, A. S. Freedom Not License.

Ilg, Frances L. and Ames, Louise B. Parents Ask.

QUIZ 1

Due February 15

Covering Outlines 1-6

Answer three of the following five questions:

1. What are the differences between the longitudinal and cross-sectional methods of studying child development. What are the advantages and disadvantages of both?

2. Discuss the influence of non-hereditary factors in explaining the statement, "DNA sets the stage for development, but doesn't write the final script."

3. Describe the impact of the prenatal environment on the child.

4. What are some characteristics of the newborn communication systems?

5. What is object permanence and how does it develop?

Don't forget to include a stamped, self-addressed envelope!

Quiz 2

Due February 29

Covering Outlines 7-10

Answer three of the following five questions:

1. How do theories of language based on behaviorism and those based on Chomsky differ?
2. What are the effects of maternal deprivation?
3. Why is there no "normal" or average child?
4. How can enrichment enhance and accelerate learning?
5. How can independent behaviors be stimulated?

Don't forget to include a stamped, self-addressed envelope!

Quiz 3

Due April 4

Covering Outlines 11-20

Answer three of the following five questions:

1. Discuss some of the ways play contributes to well-being of children.
2. How does improper nutrition affect development?
3. How does the socialization process contribute to sex stereotyping?
4. What are the capabilities of the child in Piaget's stage of concrete operations, including mental abilities, moral judgements, etc?
5. Discuss some of the differences and similarities between definitions of intelligence as given by Piaget and Guilford, Spearman, etc.?

Don't forget to include a stamped, self-addressed envelope!

Quiz 4

Due April 25

Covering Outlines 21-27

Answer three of the following five questions:

1. How does Kohlberg describe his three major stages of moral development?
2. What are the functions and influence of the peer group during the school years?
3. What are some of the concerns of adolescents regarding pubertal changes?
4. What are some of the characteritics of thought during the formal operational period?
5. What is the importance of independence for the adolescent personality development?

Don't forget to include a stamped, self-addressed envelope!

Please note that the last telelessons are not covered by the quizzes.

GROWING YEARS GRADE SHEET

Name _____

Number _____

Quiz 1 _____

Quiz 2 _____

Quiz 3 _____

Quiz 4 _____

Quiz Total _____

Reading 1 _____

Reading 2 _____

Readings Total _____

Observation 1 _____

Observation 2 _____

Observation 3 _____

Observations Total _____

Mid-term Exam _____

Final Exam _____

Total Points and Grade _____

Study Guide

for

The Growing Years

CDFR 288 C

Wanda Franz

&

Mary Sue Rubin

Read over the film summary and study guide questions before viewing each Telelesson, so that you are prepared to learn from the TV program. Following your viewing of the telelesson, write out your answer to the study questions. This will help to prepare you for the four quizzes and the objective exams.

PS 011355

Coordinated with Chapter 1 of textbook

Film #1 Introduction

I. "Types" of development

A. Physical
B. Mental
C. Emotional
D. Social

II. Individual Variability

A. Heredity
B. Environment

Study Question:

What is the relationship between the various aspects of growth, and how is it important for the way in which we study development of the child?

Coordinated with Chapter 1 of textbook

Film #2 Studying Children

I. Parents' observations

A. Inherent bias
B. Need for objectivity

II. Scientific research - examples

A. Clinical studies - Piaget
B. Terman - longitudinal data-collection
C. Neville - experimental research
D. Kagan - cross-cultural studies

Study Questions:

1. Discuss the problems inherent in parent observations as a method for studying child development.

2. How does Piaget's clinical approach go beyond simply obtaining the correct answer from a child, and what are the practical applications of this approach?

3. What are the important features of longitudinal data-collection as illustrated by Terman's research?

4. What factors were important in influencing patterns of social interaction in Kagan's cross-cultural studies?

Coordinated with Chapter 1 & 2 of textbook

Film #3 Heredity & Environment

I. First life - (A) single celled organisms developed to multi-cellular organisms in varied environments
(B) within each environment, tools developed which were needed for survival

II. Mitosis

III. Reproduction

IV. Variation
A. Heredity
B. Environment

V. Human Development
1. Genotype
2. Phenotype
A. Physical
B. Mental
C. Emotional
D. Social

Study Questions:

1. What are some basic differences of those cells which undergo mitosis and those (zygotes) which are formed by the unity of sperm and egg?

2. What are the roles of chromosomes, genes, and DNA in human development?

3. Discuss the influence of non-hereditary factors in explaining the statement, "DNA sets the stage for development, but doesn't write the final script."

4. Briefly describe the relationship between factors influencing physical, mental, emotional, and social development.

5. How can the opposing views, that human development is due entirely to either genetic predisposition or societal influence, affect self-concept?

Coordinated with Chapter 2 of textbook

Film #4 Parental Development

I. Fertilization

II. Attachment in uterus

III. Intrauterine development

A. Environmental influences
B. Hereditary influences

Study Questions:

1. Briefly describe the process of fetal development beginning with fertilization. Include major processes such as implantation of the egg in the uterus, changes in the development and function of the placenta, and organogenesis.

2. How does maternal nutrition, stress, and drug-taking during the prenatal period affect patterns of growth and development in the fetus?

Coordinated with Chapter 2 & 3 of textbook

Film #5 The New Born

I. Treatment in uterus

II. Newborn special-care units

Study Questions:

1. Discuss some of the modern medical techniques, as shown in the film, used in treating perinatal problems in uterus.

2. Discuss some of the modern medical techniques used with newborns in the special-care unit.

Coordinated with Chapter 4 & 5 of textbook

Film #6 The Growing Infant

I. Physical development

A. Sensory Capacities
B. Motor Skills

II. Learning

A. Exploration
B. Manipulation of materials

III. Communication

Study Questions:

1. What is the relationship, at birth, between the level of development of the sensory capacities, and the ability to respond (motor development)?
Discuss the reasons for the differences.

2. Discuss some of the factors which are important in providing an optimum learning environment for an infant.

3. What are some characteristics of early communication?

Coordinated with Chapter 4 & 5 of textbook

Film #7 The Learning Infant

I. Innate Reflexes

II. Attachment

III. Discovery and Exploration

Study Questions:

1. How do the newborn infants' innate reflexes reflect a sophisticated means for controlling his own stimulation and environment?

2. Describe some important aspects of the attachment process including the cognitive element.

3. How are discovery and exploration important for an infant's learning and organization of the world?

Coordinated with Chapter 5 of textbook

Film #8 Beginning Language

I. Sequence of stages of language acquisition
   A. Characteristics of stages
   B. Cross-cultural similarities

II. Theories of acquisition of rules of grammar
   A. Psycholinguistic theorists
   B. Learning theorists

III. Special areas of language development
   A. Sign language
   B. Is language human-specific?
   C. Language and the organization of the brain
   D. Eye contact as language between adult and infant
   E. Language of adults to children

Study Questions:

1. Discuss some of the characteristics of the early stages of language development, and their similarities cross-culturally.

2. How do the psycholinguists and the learning theorists differ in their ideas of the acquisition of rules of grammar?

3. How do the stages in the development of sign language compare with those of spoken language?

4. Is language unique to humans?

5. Is the brain organized at birth to learn or does it organize with the development of language?

6. Discuss some of the peculiarities of the language of adults to young children.

Coordinated with Chapter 6 of textbook

Film #9 The Emerging Personality

I. Personality theories

A. Psychoanalytic Theory - Freud
B. Psychosocial Theory - Erickson
C. Social Learning Theory

II. Three important aspects of personality in pre-schoolers

A. Dependency
B. Autonomy
C. Aggression

Study Questions:

1. Compare and contrast the important points of the three personality theories discussed in the film.

2. Discuss the contributing factors and changes occuring in dependency, autonomy, and aggression in young children.

Coordinated with Chapters 1 thru 6 of textbook

Film #10 Individual Differences

I. Developmental Differences

A. Physical development
B. Response to stimuli
C. Ability to process information

II. Factors affecting "normality"

A. Rate of development
B. Personality differences
C. Environmental input
D. Environmental response

Study Questions:

1. Why is there no "normal" or "average" child, and why is the relationship between what the child is and what the environment wishes the child to be important.

2. How are individual differences accounted for within the established guidelines for growth, and what are some of the methods used to assess developmental delay?

Coordinated with Chapter 7 of textbook

Film #11 Preschool Physical Development

I. Rapid physical growth

A. Rate varies
B. Sequence invariant

II. Increased differentiation of skills

III. Increased interaction with environment

IV. Exploration

Study Questions:

What is the importance of "mastery" of the body during the preschool years, and what are some of the developmental factors which contribute to this?

Coordinated with Chapter 5 of textbook

Film #12 Nutrition

I. Affect of nutrition on development

A. Immediate impact
B. Future impact when imposed during critical period

II. Deficient American diet

A. Causes
B. Solutions

Study Questions:

1. What two ways, as discussed in the film, can improper nutrition affect development?

2. How is the typical American diet deficient in terms of providing the necessary nutrients for proper development, and what are some of the short-and long-term ways to alleviate this?

Coordinated with Chapter 8 of textbook

Film #13 Preschool Mental Development

I. Theories

A. Piaget
B. Learning Theory

II. Environmental Enrichment

A. Milwaukee Project

B. Head Start

Study Questions:

1. How do Piaget's and the Learning Theorists' theories differ in respect to mental development, including aspects of teaching, knowledge, and learning?

2. What are some of the ways in which environmental enrichment can enhance learning?

Coordinated with Chapter 8 of textbook

Film #14 Developing Language Skills

I. Universal Process

A. Individual Differences
B. Innate vs. Environmental Influences

II. Variations and Complexities

A. Regional Dialects
B. Bilingualism
C. School's Effect

Study Questions:

1. What are some of the universal aspects of language development?

2. What factors in the lives of children may contribute to individual differences in language acquisition and skills? How do the innate versus environmental theories relate to this?

3. How do regional dialects, bilingualism, and the school effect a a child's thought and communication processes?

Coordinated with Chapter 9 of textbook

Film #15 Preschool Personality

I. Dependency

II. Identification

III. Aggression

A. Instrumental Aggression
B. Hostile Aggression

IV. Fears and Anxiety

V. Research - monkey studies

Study Questions:

1. What is dependency in children, and what are some of the ways in which early independent behavior can be stimulated?

2. How do the psychoanalytic and social learning theory concepts of identification differ?

3. What two factors are important in fostering aggressive behavior in preschoolers?

4. How do instrumental and hostile aggression differ as to their purpose?

5. How are fear and anxiety related?

6. What are some of the parallels between the social and mental environments of monkeys and humans which are indicated by research?

Coordinated with Chapter 9 of textbook

Film #16 Social Stereotyping

I. Prejudices

A. Legal
B. Economic
C. Negative Attitudes

II. Stereotypes

A. Historical shifts
B. Children's literature
C. Socialization
D. Inherent Biological Differences

Study Questions:

1. How does the socialization process, beginning in infancy, contribute to sex stereotyping?

2. How does Pacific Oaks' idea of "A celebration of the human being" attempt to enhance the non-stereotyped development of the child?

Coordinated with Chapter 8 of textbook

Film #17 Child's Play

I. Play develops the child

A. Mental
B. Physical
C. Emotional
D. Social

II. Types of play

A. Solitary
B. Parallel
C. Associative
D. Group

III. Play as a means of exploring the world and the self

IV. Play - the child's work

V. Play Therapy - Frostig Center

Study Questions:

1. Discuss some of the ways in which children's play contributes to the development of sound, well-balanced individuals.

2. How can play influence readiness for school?

3. How is play therapy used to enhance a child's self-concept?

Coordinated with Chapter 8 of textbook

Film #18 The Preschool Experience

I. Three preschool models

A. Traditional Nursery School
B. Day Care
C. Preschool

II. Four preschool experiences

A. Assistance League Day-Nursery
B. Montessori School, Tustin
C. Gesell Nursery School
D. Head Start

III. Common aspects of all good preschool programs

A. Concern for health and welfare
B. Environment to assist positive mental & physical development
C. Stated goals and objectives

Study Questions:

1. Compare and contrast the goals, objectives, and procedures of the four preschools discussed in the film and relate them to the three common preschool models.

2. Discuss the common aspects of all good preschool programs.

Coordinated with Chapter 11 of textbook

Film #19 The Child's Mind, Part I

Cognitive development

A. Educational implications
B. Stage process

1. Mental Development
   a. preoperational stage
   b. concrete operational stage
   c. formal operational stage

2. Moral judgements, Religion, and God

Study Questions:

1. Discuss the characteristics of Piaget's three stages of cognitive development.

2. How do the child's concepts of morality, religion, and God follow these three stages?

3. Why is it important to understand individual differences in development through these stages in terms of educational implications?

Coordinated with Chapter 11 of textbook

Film #20 The Child's Mind - Part II

Three Cognitive skills in Middle Childhood

I. Reading

A. Environmental influences
B. Perceptual readiness
C. Physical readiness
D. Input of self-concept

2. Remembering

A. Memory processes
B. New experiences, new methods of coding

3. Creating

Study Questions:

1. What factors affect reading-readiness and how can reading-readiness be enhanced?

2. If the basic physiological processes of memory remain the same at all ages, what factors contribute to an increased ability to remember with age?

3. What is creativity, at what age does it show its greatest emergence, and how can it be encouraged?

Coordinated with Chapters 8, 11 of textbook

Film #21 Aspects of Intelligence

I. Definitions of Intelligence

A. Piaget
B. Guilford
C. Others

II. Intelligence Testing

A. Group Testing
B. Individual Testing

III. What do Intelligence Tests Measure?

Study Questions:

1. Discuss some similarities and differences between definitions of intelligence as given by Piaget, Guilford, and others in the film.

2. What are some of the problems inherent in both group and individual intelligence testing, and how are these dealt with? What is a main advantage of individual testing?

3. Discuss the relationship between creativity, perception, performance in life, and intelligence tests.

Coordinated with Chapters 7, 9, 12 of textbook

Film #22 The Child's Personality

I. Peer group influences

II. Self-concept

A. Peer group acceptance
B. Achievement
C. Motivation
D. Self-reliance

III. Fears

IV. Child abuse

Study Questions:

1. How does interaction with a peer group influence the self-esteem of a child in the middle years?

2. How do achievement, motivation, and self-reliance influence the development of self-concept? How does the emphasis on the relationship with parents change during this period?

3. How does the shift in emphasis regarding fears change from preschool to middle-year children and how is this shift related to new degrees of independence?

Coordinated with Chapter 11 of textbook

Film #23 Moral Development

I. Three theories of moral development

A. Psychoanalytic theory
B. Social-learning theory
C. Cognitive developmental theory

II. A closer look at two theories

A. Kohlberg
B. Hogan

Study Questions:

1. In what ways are the three major theories of morality development similar and/or different?

2. How does Kohlberg describe his three levels of moral development, and how does development through these levels relate to cognitive development of the child?

3. According to Hogan, what is the relationship between social and moral development? What are the five areas in the developing sense of morality which he uses as indicators of certain personality characteristics?

Coordinated with Chapters 9, 11, 12 of textbook

Film #24 Aspects of Socialization

I. Definition of socialization

II. Aspects of socialization

A. Family
B. Peer Group
C. School

Study Questions:

1. What is a definition of socialization, as given by the film?

2. How do some of the various family structures affect the socialization process?

3. How do some peer group influences affect socialization? Include communication, social skills, modeling, play, and sub-cultural influences.

4. How are competition and cooperation in school and games related to socialization?

Coordinated with Chapters 10, 13 of textbook

Film #25 Childhood to Adolescence

I. Physiological changes from infancy through puberty

A. Physical growth
B. Strength
C. Coordination

II. Movement in relation to others

III. Physical fitness

IV. Adolescent's concerns with puberty

Study Questions:

1. How do the concerns regarding physiological changes in growth, strength, and coordination change and differ through infancy, the middle years, and puberty?

2. How does movement in relation to others relate to body awareness, social activity, creativity, and perception?

3. Why is a knowledge of a child's level of physical fitness important?

4. What is the difference between puberty and adolescence, and what are some of the concerns of adolescents regarding pubertal changes?

Coordinated with Chapters 13, 14 of textbook

Film #26 Adolescent Personality Development

The Adolescents' Search for Identity

I. Independence

A. Shift in dependency from family to peer group
B. Sexuality
C. Job

II. Self-Esteem

A. Developmental Process
B. Search for inner qualities

III. Sexuality

Study Questions:

1. Discuss the inter-relationships between the development of independence, a sense of self-esteem, and sexuality in adolescent personality development.

2. How do sex stereotypes differentially influence the sense of achievement exhibited by adolescents?

3. How do physical maturity and appearance affect personality development and the development of identity?

Coordinated with Chapter 13 of textbook

Film #27 Adolescent Mental Development

I. Characteristics of formal operational thought

II. The adolescent's view of himself in relation to the world

A. "Personal Fable"
B. "Teenage Paranoia"
C. Egocentrism

Study Questions:

1. What are some of the characteristics of thought during the formal operational period?

2. How do the new thinking skills developing during this period affect the adolescent's view of himself in terms of his relation to others? How is egocentrism during this period different from that exhibited during infancy, preschool, and middle-childhood?

Coordinated with Chapter 12 of textbook

Film #28 Children in Families

I. Variations influencing family relationships

A. Family Structure

1. Nuclear - extended
2. Traditional/Non-traditional

B. Environmental Variables

1. Parents' age
2. Ordinal position of child

C. Parents' views on children and life

D. Coping styles of parents

E. Children's personalities

II. Parenting is a CHOICE

Study Questions:

1. Describe how some of the variables listed in the outline affect family relationships.

2. Discuss the important factors which should be a part of the decision to have and raise children.

Coordinated with Chapters 13, 14 of textbook

Film #29 Adolescent to Adulthood

I. Adolescent to Adult

- A. Period of limbo
- B. Extended adolescent period
  - 1. College
  - 2. Job struggles
- C. Changing Relationships
- D. Rate of growth - changes and transformations

II. Definitions of adulthood

- A. Biological
- B. Social (job)
- C. Religions
- D. Legal (age)

III. The psychosocial model of maturity - Greenberger

Study Questions:

1. Describe some of the characteristics of the changes occuring between adolescence and adulthood.

2. Discuss the various definitions of adulthood.

3. What is Greenberger's definition of maturity? What three adequacies does Greenberger describe and use in her determination of maturity in adolescence?

Coordinated with Chapter 1 of textbook

Film #30 Conclusion

I. Reasons for studying child development

II. Questions

A. How do kids develop?
B. How does the environment affect development?
1. Television
2. Inheritance
3. Education
4. Personality theory - is there cross cultural validity?

Study Questions:

1. What are some of the reasons for studying child development?

2. How do the impacts of television, inheritance, and education affect development?

3. Are the various personality theories (psychoanalytic, social-learning) valid cross-culturally?